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ABSTRACT

The booklet is intended to provide for the administrator and special education supervisor a reference to many of the basic questions concerning the administration of special education in Mississippi. The questions and answers, which constitute the body of the document, were compiled from questions asked of the staff of the State Special Education Office and of each other by administrators attending the Institute on the Administration of Special Education, July 20-21, 1970 in Jackson, Mississippi. Questions deal with the areas of general administration, policy, funding, screening, class size and age, goals, teacher recruitment and training, traineeships, medicaid, and parent education. Also covered are speech correction, vocational education and rehabilitation, and special education preschool programs. Appended is information on state legislation pertaining to special education and on the organization of classes for exceptional children. (KW)

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QUESTIONS AND ANSWERS

REPORT OF

INSTITUTE ON THE ADMINISTRATION

OF

SPECIAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EC 032 610E

JULY 20-21, 1970

THE UNIVERSITIES CENTER--JACKSON
UNDER THE AUSPICES OF THE
STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION OFFICE
JACKSON, MISSISSIPPI

ED051610

INSTITUTE
ON
THE ADMINISTRATION OF SPECIAL EDUCATION
JULY 20-21, 1970

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A. HOUSE BILL NO. 51
HOUSE BILL NO. 404

B. ORGANIZATION OF CLASSES FOR EXCEPTIONAL CHILDREN

INTRODUCTION

Special Education in Mississippi, over the past several years, has enjoyed a bountiful increase in the number of classes. In 1965 there were 171 special education classes in our state and this year there will be approximately 550. We have seen the organization of many new classes for the low-incidence and other exceptionalities such as deaf, hard of hearing, emotionally disturbed, and the learning disabled. Whenever any new program is initiated, "growing pains" can always be expected. The community must be made aware of the program. Screening of each child must be accomplished and a teacher who has had the special training required must be obtained.

During the summers of 1969 and 1970, the Special Education Office of the State Department of Education has tried to alleviate some of the "growing pains" by conducting workshops for school administrators. These workshops brought together administrators and supervisors who are interested in special education. The administrators have had the opportunity to discuss with one another and the staff of the special education office questions concerning special education. This booklet is a compilation of the questions asked by the administrators. The purpose of this booklet is to provide for the administrator and special education supervisor a handy reference to many of the basic questions concerning special education in Mississippi. We hope that this booklet will be useful to you in helping you develop a successful special education program.

Herman K. White
Supervisor of Special Education

INSTITUTE
ON
THE ADMINISTRATION OF SPECIAL EDUCATION
July 20-21, 1970

The Universities Center - Jackson
under the auspices of the
State Department of Education
Professional Training Program.

AGENDA

Monday, July 20

9:00 - 10:00 A.M.	Registration
10:00 - 10:30	Welcome, Introduction, Orientation to the Institute, and Announcements.
10:30 - 12:00	Address - Dr. Robert E. Hammer
12:00 - 1:30 P.M.	Lunch
1:30 - 2:00	Comments - Dr. Joe Holloway
2:00 - 3:30	Group Meetings - to raise and record questions to be answered at later sessions and to suggest needs of participants.
3:30 - 3:45	Break
3:45 - 5:00	Report on the Screening Institute

Tuesday, July 21

8:00 - 9:45 A.M.	General Session - Answering questions raised in Monday's session. State Department of Education staff.
9:45 - 10:00	Break
10:00 - 11:30	Small Group Meetings - Discussion of problems with consultants present.
11:30 - 1:00 PM.	Lunch
1:00 - 2:15	Discussion of the Instructional Materials Center - State Department of Education panel.
2:15 - 2:30	Break
2:30 - 3:30	Summary, Evaluation, "Wrap-up".

THE MISSISSIPPI PROGRAM

OF

EDUCATION FOR EXCEPTIONAL CHILDREN

Philosophy

The philosophy upon which this program is based is to give every child his rightful heritage -- an educational program so planned, adapted, and conducted as to provide each child the training and opportunity to take his rightful place in a democratic society. Fundamentally, the purpose of education for the exceptional child is to equip him with the attitudes and understanding, the skills and abilities, and the knowledge which will make it possible for him to become a self-supporting, contributing member of society. This is considered to be sound socially and economically practical.

GENERAL ADMINISTRATION

1. Are consultants available to help organize and initiate special education programs? For example, writing a proposal, etc.?

   Consultive services are available from the State Special Education Office to school districts who need assistance in initiating special education programs. The services rendered by the consultant might include assisting the district in deciding what type of program is needed, answering questions regarding funding, teacher certification, pupil evaluation, housing requirements, etc., and working with teachers in scheduling, selection of materials, and prescribing programs.

2. Is there a provision for a sectional meeting for special education teachers at the annual spring professional meeting?

   Special educators do have sectional meetings at the Mississippi Education Association annual meeting and the Mississippi Teachers Association meeting. Check your professional magazine and bulletins for time and place.

3. Could Mr. White send us a mimeographed sheet of which courses are being offered in special education at all state universities?

   "The Special Education Newsletter" printed by the State Special Education Staff will include the names and addresses of the heads of special education departments at the colleges and universities. Please write directly to them for specific information on courses. It is difficult for this office to keep up such a listing and expensive to circulate.

4. Why, other than the teacher shortage, are there not more high school special education classes?

   See vocational rehabilitation questions.

5. How can a teacher obtain a curriculum guide for special education from the state department?

   The following guides are presently available from the State Department of Education, Special Education, Box 771, Jackson, Mississippi 39205:

   A Handbook on the Theory and Practice of Music for Educable Mentally Retarded Children and Youth

   A Handbook on the Theory and Practice of Arts and Crafts for Educable Mentally Retarded Children and Youth

Curriculum Adaptations for Teaching Handicapped Youth - Prevocational EMR Group

Book of Proceedings of Workshops Held on Physical Education for the Mentally Retarded

The policies concerning distribution of these guides are as follows:

One copy of each guide may be mailed to each public school superintendent.

Two copies of each publication may be mailed to each attendance center principal with one marked for inclusion in the professional library. If additional copies are needed for the teachers' use, the principal should write the Special Education Office and state the number needed. All Curriculum Guides remain the property of the school and should be retained by the school.

6. How available is the staff for consultation if each district wishes to have consultation with the state department personnel? Is the staff adequate for this?

The State Department Special Education staff endeavors to visit as many classes and districts as possible during the year. With only three consultants, the state supervisor and the Title VI coordinator, however, this is becoming virtually impossible as our program grows.

7. What types of services are available from the state department?

Consultive services, assistance in funding, development of policy and procedure, supervising and coordinating programs, etc.

8. Who do you contact and what are the procedures for referring a child to a state institution, whether it be Whitfield, the School for the Blind, or another?

Contact directors of the institutions: Dr. Paul Cotten, Ellisville State School, Ellisville, Mississippi, Mr. T. B. Dungan, Hospital School for Cerebral Palsy, 777 Lakeland Drive, Box 4663, Jackson, Mississippi; Mr. Clyde Benton, Mississippi School for the Blind, 1252 Eastover Drive, Box 4663, Jackson, Mississippi; Dr. Robert Brown, Mississippi School for the Deaf, Box 4446 Fondren Station, Jackson, Mississippi; Dr. Mary B. Wheatly, Whitfield State Hospital, Retardation Annex, Whitfield, Mississippi 39193.

9. Is team teaching practical in special education?

   Team teaching has been used effectively with special education classes. It should be remembered, however, that all members of the teaching team must be certified special education teachers. Sometimes when there are two or more special education classes in a building the teachers may like to use the team approach.

10. Will the state department ever have a state adopted textbook for special education?

    We would like to organize in the near future a teacher-administrator committee to discuss the state adopted textbook question, study the pros and cons, and submit a list of recommendations to this office. While we feel that the special education child has a right to the textbook allowance as does every child, we would like to be certain that the adopted textbook list would be beneficial and in no way a detriment to the teacher and child.

11. What constitutes the minimum materials involved in special education programs?

    This office has prepared a basic materials list for special education classes. This listing is intended to be an aid in the purchasing of materials not an all-inclusive list. It is not necessary that the special education classroom be equipped with all these materials either. It is a guide. Of course, all special education classes should be equipped initially with all facilities that a regular classroom would be given - desks, chairs, chalkboards, etc. (A copy of the basic materials list may be obtained from this office.)

12. What can be done to help a school district establish a special education program?

    The State Department of Education can assist a school district in establishing a special education program by providing consultive services and, where regulations are met and funds are available, by assisting in financing the program. It is up to the district to determine the need for such a program and make application to the State Department for assistance.

13. Who lobbies for special education in the state legislature in seeking funds?

    The interested organizations such as the Mississippi Association for Retarded Children and the Mississippi Association for Children with Learning Disabilities lobby for specific special education legislation. The State Special Education Staff does not lobby in the

state legislature but is called upon occasionally to testify before a committee in the interest of special education. Hopefully, the Council for Exceptional Children will play an important role in legislation on the state level as it does on the national level.

14. How can the Association for the Mentally Retarded and the State Department join forces to work together for the retarded.

They can and have worked together toward educating the general public concerning special education. They can act as consultants to each other in providing information and assistance in various areas. They can work together to initiate and help carry out legislation for assistance to special education.

POLICY

1. Can children with different handicaps be taught in the same class?

   Usually this would not prove suitable. The goals for a trainable child would certainly be different from an educable mentally retarded child. This factor would also be true with the learning disabled, emotionally disturbed, and other handicaps. The child with multiple handicaps such as the mentally retarded-physically handicapped should be placed in a class adapted to his severest handicap.

2. Is it possible to get a permit for people to start in special education and get the remainder of their work while teaching?

   The provisions for issuing permits to teach in special education can be found on page 27 of the Regulations for Teacher Certification, 1970 edition. Permits equivalent to the highest class of certificate which a teacher holds will be issued in the areas of Mental Retardation, Physically Handicapped, Partially Sighted. Hard of Hearing and Learning Disabilities upon completion of 6 semester or 8 quarter hours in special education including a survey course in special education and one specified course in each area of desired endorsement.

   Superintendents and administrators of special education should also be aware of the 1968 Supplement to the Mississippi School Code, page 65. This section states, "It is the intent of the Legislature that after the fiscal year 1971-1972, no teacher holding a certificate of less than an "A" classification shall be eligible to teach in the public schools of this state."

3. Which is best--new special education teachers or experienced regular teachers to be trained for special education?

   It would be impossible to make a choice as to the best type of teacher to place in a special education class. The new teacher who has been trained in special education should have the educational background to teach handicapped children; however, a good experienced regular teacher with an interest in handicapped children and a desire to work toward certification in special education can bring many years teaching experience to the special education classroom.

4. What approach should be taken to change attitudes of classroom teachers concerning special education?

   The best approach to this problem is the direct approach. Many of the misconceptions about special education and special education teachers are due to lack of understanding of the program. Regular classroom teachers

should be briefed at faculty meetings about special education. The needs of the handicapped child should be pointed out. Many misconceptions could be avoided if everyone understood the reasons behind a program.

5. What is necessary in getting consent of parents in placing their children in special education? What if the parents refuse?

   The primary responsibility as to whether to place or not place a properly screened child in a special education class lies with the local school district; however, for the best working relationship between parent, child and school, it is best to have the parents' consent.

6. Can more than one school combine resources for special education services?

   Yes. An excellent example of this type of service is the Biloxi cooperative project for the deaf of preschool age funded under Title VI, ESEA. Four districts have pooled parts of their Title VI allocations. Biloxi Separate School District administers the project and the cooperating districts have eligible children in the class.

FUNDING

1. Does Mississippi allow an increment or extra pay for special education teachers?

   Neither Mississippi laws pertaining to special education or Department of Education regulations require a school district to pay an increment to a special education teacher. Some school districts, however, do provide some type of additional payment through local funds as an incentive for special educaion teachers.

2. Could special assistance be provided by the State Department of Education to assist schools in finding the most economical way to finance special education programs?

   Yes, consultants from the state Special Education Office are available to assist school districts in organizing special education programs along the most economical line.

3. Is the self-contained classroom the most economical way to provide quality programs in special education?

   Under present Mississippi laws and Department of Education policy, the self-contained classroom is the most economical way. This may change as new programs and techniques are developed.

4. What financial assistance is available to school systems other than Minimum Program funds?
   What are the resources for financing special education classes?
   What is the best possible combination of funding for a beginning special education program?
   What method may a district use to increase the number of special education classes?

   A school district may combine the additional half-teacher unit of Minimum Foundation funds with local, Title I, and/or Title VI funds to form the most economical program. Title III funds may be used if the program meets the criteria of being innovative and exemplary.

5. Is it too late to secure funds for the fall term?

   Minimum Foundation funds can be obtained for special education classes up to the beginning of second semester.

   It is wise to plan special education programs in advance and apply early so that the children will receive full benefit of the programs offered.

6. Is it possible for a district to use Minimum Foundation funds and Title I funds to pay the total cost of the special education program?

   Yes. This can be done; however, these classes can be located only in target schools. To provide the best possible program, Minimum Foundation and another source of funds can be combined to provide special education classes in non-target schools.

7. How many classes (special education of any kind) can be funded in a school system?

   Neither the laws of Mississippi or State Department of Education regulations limit the number of special education classes a school district may fund through the Minimum Foundation program. A practical limitation would be the program needed to meet the needs of that district's population.

8. Explain half-teacher unit in regard to minimum program.

   House Bill No. 404 of the 1960 Regular Session provides for the addition of one-half teacher unit to be added to a district's teacher unit allotment for a special education class that meets the Department of Education regulations concerning screening of children, number of children in class and the class is taught by a properly certified special education teacher in a classroom containing furniture and equipment comparable to that for normal children.

9. How can local school personnel obtain assistance in securing Title VI, ESEA funds?

   The local school system should file a prospectus with the state Special Education Office. The program presented will be evaluated on the priorities established in the Title VI state plan. Consultants are available from the state Special Education Office to advise the local districts on these priorities.

SCREENING

1. What qualifications must a person have in order to screen children for emr classes and for classes for other exceptionalities?

   Only Regional Screening Teams and the Statewide Screening Team may declare children eligible or ineligible for special education classes. Each member of a Regional Screening Team is appointed by the State Board of Education on the basis of his competance in a professional field which can make a contribution to the wise selection of pupils for special education services.

   A Regional Screening Team should have as members: an educator, a psychologist, a speech therapist, a physician and a social worker. Persons adequately trained and competent in individual testing may, with the approval of the screening team chairman and the state supervisor of special education, render testing services which contribute to the screening process.

2. What is the best method for locating children who need to be screened for special education classes?

   Mental Retardation

   In regard to screening for classes for the mentally retarded, a local survey committee asks teachers to refer children who seem unable to succeed in the regular academic program without special help. After considering each child's health, achievement, prior development, home situation and other factors, the local survey committee recommends those individuals whom it feels might profit from special education. After individual testing and an evaluation of all available information, the regional screening team makes the final determination of eligibility.

   Sometimes children are referred by parents, physicians, Child Development Clinics or guidance counselors. Any one of these would be a good referral source, but the school district beginning a new program would likely canvass its teachers for referrals, as described in the paragraph above.

   Speech and Hearing Disorders

   The speech and hearing specialist, who has primary responsibility for identifying children with deviant speech and hearing behavior, performs this function in response to teacher referrals, other referrals, results of surveys and observation

of individuals with difficulties.

A speech and hearing survey of all grades by the therapist or a University Speech and Hearing Screening Team under the supervision of a certified person is the most thorough but time consuming method of locating children with speech and hearing problems. A complete survey in one school needs to be made only once. In subsequent years, only new entrants, transfers, and cases retained from the preceding years' therapy enrollment require screening.

A second type of case identification is the acceptance of referrals from classroom teachers, nurses, dentists, doctors, and parents. It is important to encourage teachers to refer all pupils with suspected deviant speech and/or hearing behavior. Otherwise, many pupils with significant speech disorders may escape identification.

A third method of identifying speech and hearing defects, a combination of the two types listed above, includes screening selected grades and accepting referrals from the other grades.

Having found those pupils who need help, the therapist must then completely evaluate each individual and select a caseload that will allow him to spend sufficient time with each child to achieve results. This caseload is submitted by the school district to a regional screening team having a speech pathologist. The role of the regional screening team in the speech and hearing process is to approve the caseload, or, if need be, to question it and to make constructive suggestions regarding it.

Others

For specific information about identification of partially sighted children or others who are not fully discussed here, write the Special Education Office, State Department of Education, Box 771, Jackson, Mississippi 39205.

3. Would it be possible to have a complete list of the names and addresses of the people who are eligible to screen students for special education classes?

The Special Education Office has prepared a list of regional screening team chairmen and it is available upon request. A school superintendent should make arrangements with a chairman of a regional screening team to provide evaluation services. For this reason, it would be impractical to list names of all persons who do testing for screening teams.

4. Is it necessary to have a child screened each year, or will one screening suffice?

   It is not necessary to go through the entire screening procedure each year; however, each pupil should be constantly evaluated by his teachers. If any child in a special education program shows evidence of ability to re-enter regular class routines, he should be allowed to do so. If a child seems unable to profit from the type of special education class in which he has been placed it would be wise to ask the regional screening team for a re-evaluation and for additional suggestions.

5. Can you use your own certified district personnel in screening?

   The State Board of Education could appoint a regional screening team with members all living within one school district. The concern of the State Board of Education is to see that screening teams are composed of capable persons representing the various disciplines best qualified for determining eligibility for special education services. Geography is not a factor, except insofar as it facilitates or hinders communication among team members.

   From the point of view of the local school district, however, it is thought to be helpful to be dis-associated from the group which make determinations as to eligibility for special education. This removes the school district from any position which might lend itself to charges of bias or submission to local pressures.

   Many school districts have personnel capable of giving individual psychological tests. Some of these individuals provide testing services for regional screening teams. This is done with permission from local school authorities at the discretion of the chairman of the regional screening team, and under the supervision of the psychologist on that team.

6. How can preschool children be identified and diagnosed?

   Depending on the type of exceptionality, identifying and diagnosing preschool children will be of great or dubious value. With hearing impaired children, the earliest possible diagnosis is essential. At the first suspicion that there is a lack of response to sound, the parents should take an infant to an otologist, who will recommend further testing by an audiologist if he feels this should be done. Young hearing impaired children should be fitted with aids and given special instruction from infancy onward.

Some mentally retarded children may be identified by physical stigmata; however, even in these cases one cannot be certain as to the ultimate attainment of an individual. Most educable retarded children are not identified until they enter school and meet with academic difficulty.

The trend in educational services for preschool handicapped children, except for those such as the hearing impaired who require early use of special equipment and procedures, is to establish classes without regard to specific labeling. Medical and psychological personnel should examine these children and make any further studies that may be indicated, suggesting appropriate measures for remediation, but in general a specific diagnosis should not be required for admission to a preschool program.

7. What are proper procedures for screening children?

See attached appendix entitled "Organization of Classes".

8. What is the cost of screening?

When the stage of getting clinical examinations by professional persons is reached, administrators of school systems may expect to pay sums ranging from fifty cents per child as an administrative fee for approval or disapproval of pupils for a speech correction program up to as much (in rare instances) as $55.00 per child plus expenses and an administrative fee for persons being tested for neurological dysfunctions, emotional disturbances or certain physical disabilities. Screening for mental retardation usually involves expenditures of $15.00 to $18.00 per child plus expenses for travel and lodging (if required) for the examiner who comes to the school.

9. How far do Head Start programs go with screening children?

Head Start programs do not screen children for special education; however, if psychologists or physicians identify Head Start children with persistent problems, information that might be helpful to persons working with these children is sent by Head Start to the schools which they will attend.

10. How do you identify candidates for class?

Assuming that the questioner intended to ask about placement of children in special education classes after the regional screening team has determined

eligibility, the local school system places the pupil in the class best suited for him in terms of his age, maturity and achievement level. The pupil cannot be put into a special education class unless the regional screening team has declared him eligible for this type of program, but placement following this determination of eligibility is at the discretion of the local school personnel who are expected to base their decisions on the services available in terms of the needs of the individual child.

11. What is the latest possible date that you can screen children for a program starting September 1?

The law requires that a child be declared eligible before being placed in any special education program; therefore, if the screening process is completed (if the child has been studied locally, if he has been given individual testing as indicated, if the regional screening team has determined that he is eligible and if the school district has received notification of the child's eligibility) by August 31 then this pupil may be placed in a special education class September 1.

In practice, the screening process should begin in the spring for pupils who are thought to need placement in special education programs the following fall. This will give time for local study, for counseling with parents, for the regional screening team to send representatives to do testing and for the regional team to arrive at a decision.

12. Who pays the cost of screening?

The local school district pays the cost of screening.

13. What would determine if the child should return to regular class?

Two main factors would influence decisions as to a child's return to a regular class: his achievement level and the demands of the class which he may be entering. A pupil who has moved close to average in achievement in most subjects can be absorbed successfully into a group with an understanding teacher and a program designed to meet individual needs. The same child might fail miserably in a class with a subject - oriented teacher who does not provide for her pupils' individual differences.

CLASS SIZE

1. What are recommended class sizes for Educable Mentally Retarded, Trainable Mentally Retarded and Early Childhood Education?

   EMR -- 5 to 15 children, TMR -- 5 to 10 children and Early Childhood Education -- 5 to 10 children.

2. What is the minimum number of students per class?

   Mississippi state law sets the minimum number of children in a special education class at five.

3. If the special education class enrollment is larger than the maximum number allowed, would it be possible to use a paraprofessional to serve as an aide to the regular teacher?

   No. The class limit as set is the maximum number of children that can be allowed in a class with a certified special education teacher.

AGE

1. Are Title I and III agencies aware of age limits and requirements?

   Yes. Their age requirements conform to the requirements set down by the Department of Education.

2. At what age do you terminate pupils from special education?

   The ideal program consisting of preschool, primary, intermediate, prevocational and vocational classes should terminate between 18 and 21 years of age. In Mississippi the public school can provide an educational program for a student up to 21 years of age.

3. How can administrators be influenced to continue special education for older children?

   The best influence on an administrator would be the need to provide programs for the children in special education as they mature and advance educationally. New children will continue to be added to existing programs and older special education children could present a problem as to placement unless an adequate program is provided.

4. At what grade level should special education classes begin?

   The ideal program should start with early childhood education at 3 years of age or earlier. The general rule of thumb would be to place a child in special education as soon as his handicap is detected.

GOALS AND OBJECTIVES FOR SPECIAL EDUCATION

1. What are measurable objectives in EMR and TMR classes?

Educators have long talked about the need for objectives in curriculum but we have often operated without objectives or with objectives so broad in scope or so imprecise in meaning that they have been ineffectual as an instructional tool. With clearly stated, short, intermediate, and long range objectives the educational system is able to judge its degree of effectiveness.

In special education objectives may be general in scope for a class but must be specifically prescribed for each student based on his needs and abilities.

A long range objective (first level) would likely be achieved in a semester or a year. An example of a long-range objective for a trainable mentally retarded child might be: Given knowledge and practice in etiquette in a classroom situation, the student with assistance from the teacher will be able at the end of the semester to go out to a restaurant, order a meal, and eat using proper etiquette. This could be measured, of course, by taking the child to a restaurant and observing his behavior.

An intermediate range objective (second level) is one likely to be achieved in a period of two to nine weeks. An example of an intermediate objective for an educable mentally retarded student would be: Given knowledge from lectures and practice regarding the fitting, placement, and cutting of a dress pattern. The student will be able to independently cut out a simple dress from a solid napless material at the end of a four week period.

A short range objective (third level) is one which can be accomplished in a portion of a class period or within four days instruction. An example for an adolescent educable mentally retarded youth would be: Given practice in vocabulary and information on a sample employment form, the student will complete the form independently in three days.

These are only examples. Let's do stay away from objectives such as "to develop a happy, satisfied retardate" measured by "their happy faces at the end of the year".

An excellent reference on writing behavioral objectives is Behavioral Objectives in Curriculum and Evaluation by Bernabei and Leles. Published by Kendall/Hunt Publishing Company of Dubuque, Iowa.

2. How are goals and methods of teaching special education different from regular class?

The objectives in the education of the retarded individual do not differ greatly from those of the Educational Policies Commission. In the case of retardates, however, attainment is far more complicated. These children need not only intensive assessment, but continuing assessment. They need special attention in terms of their needs for acceptance by teachers, peers and others. They also need a school climate which is both accepting and appropriately stimulating. They need individualized programs of training.

3. What is the goal for the student in the special education program?

Although there is no clearly established consensus concerning the general objectives of education of retardates, at least in general educators seem to be emphasizing certain goals. They are:

1. Self-realization
2. Social competence
3. Development of general and special skills
4. Development of social and economic competence to the maximum and attainable

TEACHER RECRUITMENT

1. What can be done to interest more teachers to enter fields of special education? How does one get enough teachers interested in going into special education?

   A planned program of teacher education through films, addresses from specialists, visits and public media--newspapers, radio and television might interest teachers in special education.

2. Why are the teachers leaving the field of special education so rapidly?

   If teachers are rapidly leaving the field of special education perhaps it is due to lack of community and school support and understanding. Since the number of special education programs has grown in the state, it would appear this is probably a local problem.

3. Why is there such a shortage of special education teachers?

   Special education is as new as 1952 in its present form in the state of Mississippi and since the special education teacher is a "special" person, there has been a demand beyong supply.

4. Recognizing the fact that there is a shortage of special education teachers, what is the state department planning to do to meet this shortage of teachers?

   The State Department of Education has attempted to meet the problem of special education teacher-shortage by:

   1. Encouraging colleges and universities to offer courses leading to certification for persons working with exceptional children

   2. Giving incentives to students through a fellowship program in special education

   3. Working to set standards in special education

   4. Assisting districts in developing inservice programs to train teachers in special education techniques

TEACHER TRAINING

1. What programs are available for funding teacher training programs and for supplementing teachers' salaries?

   Part D of PL 91-230, Education of the Handicapped Act, has written into it provisions for granting teacher traineeships for teachers to upgrade their certification, short-term state-level institutes for in-service training and it provides a very few senior year traineeships. Title I funds have been used by some districts to train special education teachers.

   The State Department of Education does not provide funds for an increment or supplement to a teacher's salary from state funds; however, some local school districts do provide for this from local funds.

2. What are the certification requirements for learning disabilities teachers?

   In addition to the general education and professional education requirements as stated in Bulletin 130, 1970 Revision, the following specialized education is required:

	Hours	
	Sem.	Quar.
a. Methods and Materials for Teaching the Child with Learning Disabilities ---	3	4
b. Psychology and Education of the Child with Learning Disabilities ---	3	4
c. Electives	6	8

   The above mentioned bulletin is entitled Regulations for Teacher Certification, may be obtained by writing the State Certification Office, State Department of Education, Box 771, Jackson, Mississippi 39205.

TRAINEESHIPS

1. Are traineeships still available from the State Department of Education?

   All funds budgeted for traineeships under Part D of PL 91-230 have been awarded for the academic year 1970-71.

   We expect to have funds for short-term grants during the 1971 summer session, and are now taking applications for these awards. No application received after April 2, 1971, can be considered. Within any priority, the grants will be made in accordance with dates of applications, the earliest getting first consideration.

   Interested persons should request application forms from:

   Mrs. Carolyn R. McGuire
   State Department of Education
   Special Education Office
   Post Office Box 771
   Jackson, Mississippi 39205

2. What procedure should be used in applying for these traineeships?

   Fill out the application form, submitting it to the address above. For those persons already having teachers' licenses, make sure that the number of the license is written in the appropriate space. The Certificates of College Admission and Employment may be submitted separately from the application itself, if they are not available at the time one applies. Although they are required for consideration of the traineeship request, the date of receipt by the State Special Education Office of the application form will be the date used to determine the order of consideration (within its priority) of that request.

MEDICAID

1. Will Medicaid be available to the school-aged handicapped child?

Medicaid is available to: (1) children in familes who qualify for the Aid to Needy Families with Dependent Children Program administered by the State Department of Public Welfare, (2) children in foster homes or private institutions for whom Mississippi public agencies are assuming financial responsibility, (3) children under twenty-one who except for age or school attendance requirements would be dependent children under the AFDC, (4) blind children and (5) young persons over age 18 who qualify for the Aid to the Permanently and Totally Disabled Program administered by the State Department of Public Welfare.

Handicapped children and young persons of school ages who are in the above groups are eligible for Medicaid, although the Medicaid Program is not restricted to these age groups.

Specific questions relating to eligibility should be asked of one's local Welfare Department.

For questions regarding benefits or administration of programs, write:

Mississippi Medicaid Commission
313 Dale Building
2906 North State Street
Jackson, Mississippi 39216

PARENT EDUCATION

1. What should be done toward parent education? How can we counsel with parents concerning children needing special education? Specifically, what should be told parents and who should tell them?

   Parent counseling must be a recognized part of all special education programs and incorporated into the total plan for the handicapped child. The workshop on Counseling Parents of the Handicapped Child held March 16-18, 1967, was indicative of the emphasis given this need by the Special Education staff.

   The parents should be told the truth by the specialist or professional involved. The truth may be realized in stages and one person, for example, the chairman of the local or regional screening team, may be the one designated to consult with the parent.

SPEECH CORRECTION

1. How is speech therapy scheduled during the regular school year?

Ideally, scheduling should be totally dependent on the needs of the child in need of speech correction. Being realistic, the system of scheduling selected by the speech correction specialist usually represents a compromise between the program which might best meet the needs of an individual child and the one that the local school environment, administration, and teaching personnel desire and can accommodate. There are three important aspects of the usage of time facing the public school speech correction specialist:

(1) scheduling the year

(2) scheduling the week

(3) planning each clinical day

Comparisons often are made between the scheduling systems that are considered basic. Although known by several labels, the so-called traditional system (known variously as the "itinerant", "regular", and "intermittent", system) is that which consists of visits to schools once or twice a week throughout the school year. The other basic system has been called "block" and there is an infinite variety of systems of scheduling which are more "intensive" in nature than the once-or twice-a-week system.

The speech correction specialist should examine the particular local situation from all the aspects and try to determine the system best suited to the situation.

Information concerning scheduling is available from the Special Education Office.

VOCATIONAL REHABILITATION

1. Why isn't the Division of Vocational Rehabilitation obligated to send back the full amount of money to individual school systems? How are funds allocated?

   Under federal regulations, Vocational Rehabilitation may accept third party funds for matching purposes when such funds are given with no "strings attached" and to be used for rehabilitation purposes at the discretion of the Director, Division of Vocational Rehabilitation. The expenditure of all Vocational Rehabilitation funds is governed by state and federal laws and regulations and annual audits are made of Vocational Rehabilitation to insure this being done. The Vocational Rehabilitation Director has no authority to make block grants of funds to school systems.

   Under the Cooperative School Agreement, no actual funds are transferred to Vocational Rehabilitation by the school system. A certification of the amount of salary paid to the Special Education teacher is sent to Vocational Rehabilitation by the proper school authority and this certification is used for state matching purposes.

   No funds are allotted by Vocational Rehabilitation to any specific school. The Division of Vocational Rehabilitation makes every effort to provide maximum rehabilitation service according to the needs of each individual. As a result, more funds will be used for some individuals and in some school systems than in others. An attempt to equalize the funds spent in cooperative school units would certainly result in some extravagant and unwise expenditures and an audit exception requiring repayment of funds to the federal government by Vocational Rehabilitation.

   At this time, federal funds available to Vocational Rehabilitation are not sufficient to meet all the teacher salary certifications made to the state agency. Yet an effort is being made by Vocational Rehabilitation to provide maximum service to all school units qualified as cooperative classes even though federal funds are not available to match all teacher salary certifications.

2. Why are there not more cooperative classes?

   A secondary Special Education Class becomes a Cooperative Class upon application from the school superintendent to the Division of Vocational Rehabilitation and the signing of a cooperative working agreement by the Director, Division of Vocational Rehabilitation, State Department of Education;

the Director, Division of Instruction, State Department of Education and the School Superintendent. If a secondary class has not been organized, but is planned, application for approval of the class must first be made to the Special Education Section of the Division of Instruction, State Department of Education.

No application from an approved secondary education class for a cooperative agreement with Vocational Rehabilitation has been disapproved. The basic reason for no more cooperative classes than we now have is the apparent failure of some school administrators to recognize the value of this program.

VOCATIONAL EDUCATION

1. What about Vocational Education funds which are earmarked for the handicapped?

   Ten percent of Part B Public Law 89-576 funds for vocational education are earmarked for programs and services to the educable physically and/or mentally handicapped young persons of secondary school age. Further information as to major responsibilities of Vocational Education and Special Education in cooperative programs can be found in the Cooperative Agreement between the Vocational Education Division of the State Department of Education and the Special Education Office of the Division of Instruction, State Department of Education.

2. Can the special education program be added to vocational education program in the districts where a vocational complex is located?

   A cooperative program between Vocational Education and Special Education can be added to a Vocational Education complex when there are the proper number of Students (8), space available in the complex and adequate funds available for the program.

PRESCHOOL PROGRAMS FOR SPECIAL EDUCATION

1. How do you make application for preschool classes? What are certification requirements for preschool teachers? What should be the class size in a preschool class? What is the best length of school day -- half day or regular - in a preschool class.

   Application for state preschool programs follow the same procedures as for other special education classes.

   Certification of teachers remain the same for the specific area involved.

   Size of class is 5 minimum - 8 or 10 maximum.

   Length of day is dependent upon age of child and content of program. This may be one half day with teacher taking tutorial students the other half day.

APPENDIX

A

HOUSE BILL NO. 51
CHAPTER 283, LAWS OF 1952
As Amended by House Bill No. 224, 1956 Regular Session
and House Bill No. 404, 1960 Regular Session

AN ACT TO PROVIDE FOR THE EDUCATION OF EXCEPTIONAL CHILDREN IN MISSISSIPPI AND TO PROVIDE HOW SUCH SHALL BE PAID

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

Purpose. The purpose of this act is to provide competent educational services and equipment for exceptional children, as defined in this act, for whom the regular school facilities are not adequate.

Definition. Any child of educable and trainable mind under twenty-one (21) years of age for whose particular educational needs institutional care and training are not available in this state, or who cannot pursue regular class work due to reason or reasons of defective hearing, vision, speech, mental retardation, or physical conditions[1], as determined by competent medical authorities and psychologists, shall be considered an exceptional child for the purposes of this act, provided that the medical authorities and psychologists are approved by the State Board of Education. This specifically includes, but shall not be limited to, provision for day schools for the deaf and blind of an age under six (6) years, where early training is in accordance with the most advanced and best approved scientific methods of instruction, always taking into consideration the best interests of the child and his improvement at a time during which he is most susceptible of improvement.

Administration. The State Department of Education is hereby empowered to foster, inspect, approve and administer a program of education for exceptional children as defined in this act. The State Department of Education shall make the necessary rules and regulations in keeping with the provisions of this act for its proper administration and shall employ such personnel as may be necessary to administer the act.

Procedure. In any school where properly interested persons or agencies or the parents or guardians of five or more of any one type of exceptional children, or of types which may be taught together, petition the board of trustees of that district for a special class, the school authority may request the State Department of Education to cooperate in the establishment of such a class under rules and regulations established for this purpose by the State Department of Education. Provided, that two or more school districts may join together and contract to establish a special class or classes.

Teacher Training and Qualification. Courses of study, teacher-pupil ratio, adequacy of methods of instruction, in-service training qualifications of teachers and technicians, and necessary equipment for special education must comply with the requirements established by the State Department of Education. Boards of trustees of the districts wherein a special class or classes are established are to employ teachers as provided by law for the purpose of teaching the established special classes.

HOUSE BILL NO. 404
1960 Regular Session
(As it Pertains to the Education of Exceptional Children)

SECTION 2, 6248-02, (a), (1) "....and provided further that one-half of a teacher unit shall be added to the teacher unit allotment for each county and for each separate school district....for each teacher employed in a special education class as authorized by chapter 283, laws of 1952, as now or hereafter amended and approved by the State Department of Education."

(b), (1) "....provided further that the State Board of Education is hereby authorized and empowered to make such payments to all districts as deemed necessary in connection with transporting exceptional children as defined in chapter 283, of the laws of 1952, and the amendments thereto."

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[1] After consultation with the Attorney General's Office the State Board of Education interpret ed this definition to include emotionally disturbed and perceptually handicapped children.

APPENDIX

B

ORGANIZATION OF CLASSES FOR EXCEPTIONAL CHILDREN

1. The initiative in organizing special education classes must be taken by the local community. In no case is the State Department of Education to attempt pressure for the establishment of such classes. You will, however, find the State Department of Education ready at all times to give every assistance possible in helping the local community and school authorities to set up these classes. The local school authorities should utilize the services of the State Supervisor of Special Education in planning a class.

2. The organization of a special class usually involves much time, patience and planning. Below are listed some of the prerequisites for successful classes for exceptional children:

   a. Readiness and acceptance on the part of the community toward a special program. Schools often take from twelve to eighteen months to prepare the community. This may be done through PTA programs, faculty meetings, civic clubs, newspaper articles, etc.

   b. The required number of children in the area of exceptionality in which there is interest. For physically and mentally handicapped there should be from eight to fifteen pupils who will qualify. There should be a minimum of twenty five pupils in a program of speech correction, and a minimum of five in a program for hearing impaired pupils.

   c. An available classroom meeting the approval of the State Department of Education. In most instances the room should be of regular classroom size and located in the same building as other pupils of comparable ages.

   d. Availability of a teacher certified to teach exceptional children or one who will become certified before September 1 of the year the class is to begin.

   e. Provisions for local financial support.

   f. Plans for developing a sequence of programs to meet foreseeable needs

3. Application for approval should be made as far in advance of the beginning of classes as possible. Application forms may be secured from the Supervisor of Special Education, State Department of Education, P. O. Box 771, Jackson, Mississippi.

4. The maximum number of pupils per class of physically handicapped or mentally retarded is fifteen. The maximum case load per speech correctionist is seventy-five. Each class is organized for

children of one type of exceptionality only. Children having more than one handicap will be assigned on the basis of their own individual needs and the best interests of the other pupils in the class.

5. Locating and identifying exceptional children is one of the most important steps in the organization of special classes. The first step in this procedure is for the local school administrator of the school area or areas to be served to select a local survey committee. This committee should be composed of such persons as the following, within the discretion of the administrator: the school superintendent and/or principal, a teacher or teachers, school counselor, school nurse or physician or member of the local health department, welfare worker, and others deemed advisable, such as PTA leader, members of interested civic organizations, etc. The administrator or his designated representative should serve as chairman of this committee. Its purpose is to collect all pertinent information on every child considered a prospect for the class or possibly in need of its services. Criteria for referral might include such factors as scores of 75 or lower on group intelligence tests, 25 per cent or more academically retarded on group achievement tests, two years or more older than normal age-grade placement and teacher's evaluation. Forms will be supplied by the State Department of Education for recording this information. These completed forms, along with appraisals, recommendations and comments of the survey committee are to be sent with the request for screening to the regional screening center where the final decision as to eligibility will be made.

Screening of Pupils for Eligibility

The State Department of Education will approve for financial assistance only the special education classes the pupils of which have been reported eligible by an approved regional screening team. Regional screening centers are located in areas accessible to all parts of the state. When informed that the school is ready for screening team action, the Supervisor of Special Education will advise as to the proper center to contact.

Teacher Certification and Approval

Extreme care must be used in selecting a teacher for exceptional children. One should be chosen for her physical and emotional health, adaptability, good judgment, interest, sympathetic understanding of the problems of exceptional children and the ability to work with people. She must be able to put the welfare of the child above consideration of expenditure of time and energy.

The teacher must have a valid special subject field certificate to teach exceptional children in the appropriate areas of exceptionality or secure one by September 1 if the class is

to be approved for the ensuing year. In all cases the teacher must have at least six semester hours or eight quarter hours of special education courses. Three semester or four quarter hours must be in a survey course dealing with principles and philosophy of teaching exceptional children and a minimum of three semester or four quarter hours in the area in which the teacher is to teach (Bulletin 130, revised).

Salaries, Supplies and Equipment

Local school authorities will set the salaries of special education teachers and include in the budget sufficient funds to purchase the necessary teaching material, supplies, and equipment required by the State Department of Education.

Transportation

Application for funds for the transportation of exceptional children who cannot, or it is not advisable for them to, utilize the regular transportation facilities should be made to the Director of Administration and Finance, State Department of Education, P. O. Box 771, Jackson, Mississippi.

Financing

Payments to schools for the extra one-half teacher units for special education classes will be included in the regular disbursements of funds from the Minimum Education Program. The funds allotted will be based on the grade of special education certificate held by the teacher. The amount will be one-half the sum of the teacher's salary and the amounts provided for administration and other costs for a regular teacher-unit under the Minimum Education plan. This, plus any provisions made for special transportation, is all that will be paid by the state for the operation of such classes including costs of materials, equipment, supplies and screening.